

Sample Logical Framework for a Child Labor Education Initiative Project

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
<p>Goal (<i>Development Objective</i>).</p> <p>Contribute to the elimination of the worst forms of child labor internationally</p>	<p>Number of children prevented or withdrawn from exploitive labor and provided education or training opportunities</p>	<p>Child labor data collection activities conducted by national and local government agencies, ILO, and other international and national non-governmental organizations</p>	
<p>Purpose (<i>Immediate Objective</i>).</p> <p>Children withdrawn or prevented from three worst forms of child labor and enrolled in the formal school system or non-formal school/skills training in Country X.</p>	<p>Enrollment: Number of target children enrolled in education programs as a result of DOL-funded Child Labor Education Initiative (EI) projects:</p> <ul style="list-style-type: none"> ▪ Agriculture – 800 (200/year) [Northern and Western Province]. ▪ Stone crushing at quarry mines – 1,000 (250/year) [Southern Province and Southwest Townships]. ▪ Child prostitution or otherwise earning a living on the street – 240 (60/year) [Eastern Province and capital city]. <p>Retention: Percent of children retained in educational programs as a result of DOL-funded EI projects.</p> <ul style="list-style-type: none"> ▪ 80% of children are retained in project programs in the first three years of the program. <p>Completion: Percent of children completing educational programs as a result of DOL-funded EI projects.</p> <ul style="list-style-type: none"> ▪ 85% complete 6 months at project non-formal schools/ project skills training. ▪ 75% of children entering formal school complete the EI formal school program 	<ul style="list-style-type: none"> ▪ Project records/database of children withdrawn and educated. ▪ Project check sheet (registration record) and registration records of the formal schools where transition children will be transferred. 	<ul style="list-style-type: none"> ▪ Convention 182 will be passed by Parliament and implementing legislation will be adopted and enforced, e.g., penalties on businesses that employ children.

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<p>Outputs.</p> <p>1. Awareness raised. 1.1 Parents, teachers, and community members increasingly aware of the importance of education and the negative effects of child labor.</p> <p>1.2 Children's work hours reduced.</p> <p>2. Transitional and formal education systems strengthened.</p> <p>2.1 Targeted non-formal education (NFE) schools strengthened in quality.</p> <p>a. Basic education skills attained.</p> <p>b. Performance by children from project-supported NFE schools on standard formal school entry tests improved.</p> <p>c. Teacher retention in NFEs increased.</p> <p>d. Classroom practices improved.</p> <p>e. School infrastructure improved.</p>	<p>1.1 Change in knowledge and awareness among:</p> <p>a. teachers and headmasters</p> <p>b. parents</p> <p>c. other community members.</p> <p>1.2 Number of hours worked by children reduced by at least 50% (function of minimum age of work) or eliminated (for worst forms of child labor and children under legal working age).</p> <p>2.1 80% of NFE schools fully achieve all quality objectives:</p> <p>a. 80% of children demonstrate mastery of curriculum, literacy, numeracy, life skills, and/or vocational skills.</p> <p>b. At least 75% of the children achieve score of 65% on national standardized school entry tests before proceeding to formal schools or vocational training.</p> <p>c. 80% NFE teacher retention achieved.</p> <p>d. 80% of teachers in NFE schools use improved classroom practices, (e.g., pupil participation, use of appropriate curriculum and teaching method, textbook to pupil ratio of 1:3, and notebooks and pencils for each child.)</p> <p>e. 80% of project non-formal schools meet physical appearance and function standards.</p>	<p>1.1 Periodic surveys of parents, teachers, headmasters and other community members.</p> <p>1.2 Results of questionnaire on hours of work used when withdrawing children and every year thereafter.</p> <p>2.1</p> <p>a. Pre-enrollment assessment (tests) results compared to assessments made at end of NFE program.</p> <p>b. Test records.</p> <p>c. Project records.</p> <p>d. Classroom observation instrument.</p> <p>e. School inspector assessment form adopted from Ministry of Education.</p>	<ul style="list-style-type: none"> ▪ Family income levels permit child's attendance in school. ▪ Traditional practices and beliefs do not hamper efforts to reduce child labor. ▪ Free education policy does not adversely affect the availability of spaces in schools. ▪ Access to schools not prevented by civil unrest in country. ▪ Favorable and competitive conditions for retaining teachers in project schools are achieved

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<p>Activities</p> <p>1. Awareness raised.</p> <p>1.1</p> <p>a. Flyers, pamphlets, posters in local languages for awareness raising among the parents, teachers, and community members and stakeholders prepared and distributed.</p> <p>Awareness raised (continued).</p> <p>b. Drama performed (poems, music, dance) in communities.</p> <p>c. Group discussions and meetings held.</p> <p>d. Radio forum organized.</p> <p>1.2 Awareness/Hours/worked questionnaire developed and tested.</p> <p>2. Transitional and Formal Education Systems Strengthened.</p> <p>2.1 <u>NFE.</u></p> <p>a. Relevant learning materials procured.</p> <p>b. School buildings identified & rented.</p> <p>c. Walls painted</p> <p>d. Competitive remuneration for teachers provided</p> <p>e. Teachers trained in improved methods.</p> <p>f. Database on children developed.</p>	<p>1.1</p> <p>a. Flyers 3,000 Pamphlets 8,500 Posters 2,750 T-shirts 700</p> <p>b. Semi annual performance in each targeted community. Once a year in each Province.</p> <p>c. Quarterly meetings & discussions</p> <p>d. Semi-annual radio fora</p> <p>1.2. Final Questionnaire.</p> <p>2.1</p> <p>a. 90% of targeted text book requirement for each subject and 100 blackboards, 200 desks, 50 chairs, 20 tables, 100 maps</p> <p>b. 30 schools.</p> <p>c. 90% of schools painted inside & outside.</p> <p>d. Market rate salary.</p> <p>e. 3 training courses/ teacher.</p> <p>f. Children's records available and easily accessed.</p>	<p>1.1</p> <p>a. Periodic count of awareness raising materials seen in strategic places, i.e. markets, bus stations, schools, churches, clinics /health centers.</p> <p>b. Project records, video.</p> <p>c. Minutes of meetings.</p> <p>d. Taped radio fora</p> <p>1.2 Analysis of questionnaire data.</p> <p>2.1</p> <p>a. Project expense & distribution records/inventory.</p> <p>b. Physical inspection.</p> <p>c. Physical inspection.</p> <p>d. Salary records.</p> <p>e. Training records/reports.</p> <p>f. Database.</p>	<p>▪ Community/policy maker apathy and resistance is not a significant impediment.</p>

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<p>g. School supplies provided (uniforms, shoes, books, pencils, and other)</p> <p>2.2 <u>Formal.</u></p> <p>a. Assess quality of existing NFE programs.</p> <p>2. Transitional and Formal Education Systems Strengthened (continued).</p> <p>b. Develop learning materials that link NFE to formal</p> <p>c. Organize for a to discuss performance and links between NFE and formal education.</p> <p>d. Teacher and school director training programs developed</p> <p>e. Develop scholarship program to expand formal access for most needy children.</p> <p>f. Children and families linked to social service programs.</p> <p>g. PTAs trained to provide greater support to children in formal schools.</p> <p>3. National Institutions and Policies Strengthened.</p> <p>a. Workshops and events for policy makers and service providers held.</p> <p>b. Research and documentation of best practices conducted.</p>	<p>g. Children provided with basic supplies on a sliding income scale basis.</p> <p>a. Two-month consultancy and analysis of programs.</p> <p>b. 5 modules.</p> <p>c. One event per year.</p> <p>d. One training per year in each school.</p> <p>e. Number of scholarships given (At least 50/year).</p> <p>f. Number of new families referred to and using social services.</p> <p>g. 30 PTAs trained.</p> <p>a. One event per year for policy makers and three trainings per year for service providers.</p> <p>b. Two research reports and one best practices manual.</p>	<p>g. Project records.</p> <p>a. Consultant's report.</p> <p>b. Document review.</p> <p>c. Proceedings.</p> <p>d. Training records/reports.</p> <p>e. Scholarship records.</p> <p>f. Project and social service agency records.</p> <p>g. Training records/reports.</p> <p>a. Event materials/proceedings.</p> <p>b. Document review.</p>	

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<p>c. Pilot program design developed with government partners.</p> <p>d. National organizational capacity to identify services required by children assessed.</p> <p>e. Training modules to increase organizational capacity to identify children's needed services developed.</p>	<p>c. Pilot program design document.</p> <p>d. Institutional capacity assessment report</p> <p>e. Training manuals</p>	<p>c. Document review/interviews.</p> <p>d. Document review</p> <p>e. Document review</p>	